

DOCUMENT RESUME

ED 213 431

IR 010 077

AUTHOR Wedgeworth, Robert; And Others
TITLE International Federation of Library Associations Annual Conference. Papers of the Libraries Serving the General Public Division: Public Libraries, School Libraries and Mobile Libraries Sections (47th, Leipzig, East Germany, August 17-22, 1981).
INSTITUTION International Federation of Library Associations, The Hague (Netherlands).
PUB DATE Aug 81
NOTE 52p.
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Activities; *Bookmobiles; Business; Foreign Countries; Guidelines; *Library Associations; Library Cooperation; Library Role; *Library Services; Library Standards; *Organizational Objectives; *Public Libraries; *School Libraries
IDENTIFIERS East Germany; Hungary; *Union Libraries; United States

ABSTRACT

This collection of five papers on public, school, and mobile libraries includes discussions of: (1) public library associations in the United States, emphasizing major activities; (2) dental library institutions and services in Hungary, focusing on their functions and relationships with other institutions and organizations; (3) standards, objectives and guidelines for school libraries, by a participant from England; (4) trade union libraries at German Democratic Republic Enterprises and their significance for the general public, describing their activities, services, and relationships with collectives; and (5) mobile libraries in the German Democratic Republic, including their use, problems encountered, and types of mobile libraries. Three papers provide references. (RBF)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED213431

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

* This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS

47th Annual Conference Papers

Libraries Serving the General Public Division

Mobile Libraries, Public Libraries, School Libraries Sections

BEST COPY AVAILABLE

IR010077

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Carol Henry

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

~~126/HAN/A-E~~

127/PUB/5-E

IFLA Council 1981

Division: Libraries Serving the General Public

Section: Public Libraries

Public Library Associations in the U.S.A.
by

Robert WEDGEWORTH
Executive Director
American Library Association
Chicago, Illinois, U.S.A.

PUBLIC LIBRARY ASSOCIATIONS IN THE U.S.A.
by Robert Wedgeworth

Since the founding of the American Library Association in 1876, public libraries have been a major focal point for library association activities in the U.S. However, since 1951 the specific programs for public libraries within the American Library Association have been carried out by the Public Library Association, a division of ALA. In 1980 the Public Library Association had 4,233 members and expenditures of \$79,053. ALA had 35,433 members and expenditures of \$8,754,159. Other than the American Library Association and its Public Library Association division, the Urban Libraries Council comprised of the major metropolitan public libraries in the U.S. is the only other association type organization specifically for public libraries at the national level. At the state and regional level, there are five regional associations and fifty-two state or territorial associations in whose membership a number of public libraries can be counted. Nevertheless, these associations frequently include academic, school, and special libraries as well.

The programs for public library associations in the U.S., as is true of public library associations elsewhere, tend to fall into three categories. First, education of public librarians, including formal postgraduate educational programs as well as continuing learning programs intended to update and enhance the knowledge and skills of public librarians.

Library Education

In the U.S., formal educational programs are influenced through the process of accreditation, managed by the American Library Association, under the auspices of the U.S. Department of Education and the Council on Postsecondary Accreditation (an independent accrediting body for specialist and professional accrediting agencies). Currently ALA accredits over 70 postgraduate library education programs in the U.S. and Canada. In addition, continuing learning programs are carried out by the Public Library Association, the American Library Association at its Annual Conferences, and through conferences, workshops and institutes conducted by the state and regional associations. Indeed, much education for public librarianship is carried out through the extensive publications programs of ALA, The Public Library Association, and the state and regional associations.

Planning and Literature Reviews

The second major aspect of public library association activity in the U.S. focuses on standards, norms, research, and the development of other tools and statistics to support the development of public libraries and public

librarianship. The most outstanding example of this activity is the recent program developed by the Public Library Association published in 1980. Following a number of years of development and research, the Public Library Association is presently engaged in encouraging public libraries to adopt its planning process, which lays out guidelines for a technique to foster community involvement and community relatedness in public libraries.

This process published by ALA in 1980 is intended to replace quantitative standards for public libraries with a comprehensive process of determining the needs, interest, and requirements for library and information services in a specific local environment. The result of this process is the determination of an appropriate configuration of facilities, programs and services of a public library intended to meet the needs of targeted audiences within that local community. The Public Library Association and the state based library associations will continue to promote the need for reliable up-to-date statistics about public libraries and public librarians, the need to enhance the education of public librarians with more training and management in social sciences, and a series of publications bringing new ideas and skills to public librarians.

One of the more traditional services developed by ALA for the guidance of public librarians is its literature reviews. BOOKLIST, founded in 1903 is the oldest of the ALA journals. Fortnightly, it publishes reviews of the books, films, records, filmstrips and other materials it recommends for purchase by American libraries. In addition, "Best Books" lists issued by ALA's Association for Library Service to Children, and the Young Adult Services division provide additional guidance. By far the most prestigious of the literature reviews culminates in the presentation of the Newbery and Caldecott Awards each year by the Association for Library Services to Children. Presented each year to an author and illustrator of children's books respectively, they represent the best children's literature published each year in the U.S.

Voice of the Profession

The third and perhaps most important current area of activity for public library associations in the U.S. deals with the communication of ideas, program needs, and services to the public library community and to the general public. This communications program is carried out through newspapers, radio, television, graphics programs using posters and bookmarks. Each year ALA defines a general public relations theme or concept around which all of its activities are oriented. Articles about libraries are researched and written for journals and newspapers. Posters and bookmarks are produced and sold to libraries. Also, public service messages are recorded for radio and television featuring film stars, musicians, scholars and writers, and sports figures.

Through the several association legislative programs, librarians present testimony before state legislatures and the U.S. Congress on the needs,

interests, and services of public libraries. These efforts have resulted in funding for public construction, state library network activities, training programs for public librarians and special assistance to libraries serving the blind and physically handicapped.

As with public libraries in other countries, public libraries in the U.S. have been sorely pressed by the spiraling costs for personnel, facilities maintenance, books, journals, and other library materials. At the same time, public library budgets in the U.S. have tended to stabilize or decline. Recent efforts to reduce public expenditures have hit public libraries very hard. Nevertheless, in the 1981 reductions of the federal budget, library programs fared somewhat better than education programs in general.

Conclusion

If public library associations in the U.S. are to be effective in providing coherent guidance to their individual and institutional members they must move decisively in several areas:

1. Improve the management expertise of public librarians through better training programs.
2. Initiate and maintain regular statistical compilations on all aspects of public library work.
3. Develop more extensive public support for public access to library and information services in our information-based society.

**Panel Debate Public Libraries:
Central Library Institutions and Services in Hungary**

by
István Papp, Director of the Centre for
Library Science and methodology at the National
Széchényi Library, Budapest, Hungary

IFLA Council 1981

Division: Libraries Serving the General Public

Section: Public Libraries

Central library institutions and
services in Hungary

by

István PAPP, Director of the
Centre for Library Science and
Methodology at the National
Széchényi Library
Budapest, Hungary

Preliminaries

Before coming to the proper subject of this paper, I want to make three preliminary remarks on central library services. /I am using the term "services" in the most comprehensive sense involving all kind of activities serving the functioning of a library system, from the central catalogues to the state supervision and from research and development to education/.

Having a closer look at the development and present situation of librarianship in several countries we can notice, as a general feature, the existence and functioning of various central institutions, organizations and agencies. It seems, library service has the inherent nature to strive after integration. This appears not only in spontaneous co-operating ventures in standardizing technology from time to time or in instinctive co-ordination but it creates institutionalized and formalized frameworks for itself. Sooner or later, as the history of librarianship has proved it, the tendency of integration appears and works on an international level, too.

It is also a matter of fact that, in general, central services, as regards their content, correspond from country to country; what differ is their legal status and their organizational frameworks, in short, their formal aspects. This, of course,

follows from the historical-cultural, socio-economical background of each country, from the organization of public life and, last but not least, from the system of public administration.

As regards the establishing of services we may consider roughly two ways. One is the way of an organic and untroubled evolution. Here, the main characteristic is that on certain level of developed librarianship, parallelly with strengthening professionalization, and mainly due to the increasing social demands raised towards libraries, the tasks can not be met satisfactorily by isolated libraries but more economically and efficiently by cooperation, co-ordination and establishing specialized agencies. During this process central services appear when development has passed a critical borderline. The situation is quite different if a country's library system is to be newly organized from the beginnings, or completely reorganized. In such a case the establishment of central services is enjoying priority, because central agencies are the main guarantee for building up, in a relatively short time, a professionally and efficiently operating library provision. This is the way of a forced march.

Central services in Hungary

Hungary has a long library tradition./1/ Endeavours for central guidance traced back to the end of the last century and to the first decade of this century when the first stones of the organizational basis were laid down. In this respect Hungarian librarianship has gone, although at a slow pace, the classical way of development. Following the 2nd World War in the late forties, however, together with the social revolution or rather in consequence of it, a drastic reorganization of librarianship and the recreation of public library provision took place. Strong centralization and suitable central organizations and services were the main conditions to the realization of these ambitious objectives.

Instead of giving detailed historical description the national library policy intentions are indicated only by some facts:

two central agencies started functioning /one of them from the year 1946, keeping on and extending the activity of the National Centre for Interlibrary Lending and Bibliography, founded in 1923; the other one functioned from 1949 in order to organize the public library service/, in 1948 a chair for library science was established at the university, different library training courses were instituted, the National Council for Librarianship was founded under a very active state supervision. In the first half of the fifties both mentioned agencies were integrated into the National Library maintaining, of course, their original functions, except the central book supply to the public libraries; that one was taken over by a specially organized department of a commercial firm /see later/.

I don't intend to deal with the classical central services /central catalogues, international exchange and interlibrary lending, centralized book re-distribution, national storage libraries, etc./These services are, as in many other places of the world, in Hungary, too, concentrated mainly in the National Library; however, it must be stressed that several large libraries also take active part in their operation. Instead, I try to outline central services run by specialized agencies which are characteristic to Hungarian librarianship and maybe of interest for an international forum.

Centre for Library Science and Methodology

The Centre for Library Science and Methodology was founded in the beginning of 1959. /2/ Its predecessor was the so-called methodological department at the National Library. /The above mentioned independent agencies may be considered, on the other hand, as predecessors of this methodological department/. The Centre which is placed in the organizational framework of the National Library, has a certain degree of autonomy and is under the direction of the Library Department of the Ministry of Education.

Functions

1. Its primary duty is to provide a professional basis to the national library supervision, to prepare and support the library policy decisions. Accordingly, it participates in the surveys of supervision initiated by the Ministry of Education; it carries out studies and analyses preparing decisions; it makes proposals for professional guidelines and standards concerning library types and services; it elaborates long-range plans for the development of librarianship, etc.
2. The Centre works for improving the social image of librarianship and takes care, in general, for public relations of librarianship. It organises different reading campaigns and strives, in the first place, to build up, with the help of mass media, an up-to-date library image in the public's mind and furthers library use in everyday's life.
3. The Centre incites the development of interlibrary cooperation and co-ordination, it encourages the joint ventures of libraries, works out suggestions for labourer sharing, offers information on the activities going on in libraries to prevent unnecessary overlapping of work and services, etc. Cooperation, of course, is determined by subjective and objective factors but the Centre tries to function as a catalyzer in order to help all the possibilities, sometimes hidden, to realization.
4. Professional consultancy. In the earlier period the Centre's and its predecessors' activity was characterized by the so-called methodological guidance and assistance. At that time the young, newly founded libraries, run by a staff poorly trained, depended on the Centre's professionally qualified team which advised them in their daily routine problems. However, by now, a new relationship has developed between the Centre and the libraries. It is mainly due to the efforts of professional training and it can be described as partnership of equals in rank. Today a library facing

a professional problem, does not expect a ready-made solution from the Centre but a consulting service.

5. The Centre assists the work of libraries with information services in two fields. A/. Public and school libraries are currently informed on Hungarian book production: all books, obtainable in booktrade, get their bibliographical descriptions, UDC signatures and subject headings, and at the same time, a code showing what kind of libraries and readers could be interested in the book. This service is published on loose leaves, cumulated yearly in a volume and subject cumulations are also planned which include the titles of a longer period. /This service is closely connected with the Hungarian national bibliography, on the one hand, and with the library bureau, on the other./ B/. The Centre offers information services in the field of library science and information based on its special library. The quarterly published special bibliography, registering the current Hungarian library and information science literature, is worth mentioning; further on, the abstracting journal reporting to Hungarian librarians on foreign literature as well as the information service on tools and equipment used in library and information work.
6. Research and development take an important place in the Centre's activity. The efforts are concentrated on the fields of reading and library sociology, /3/ of library system development and of library technology in the widest sense. It is an essential feature that only a part of research and development programmes are carried out by the Centre's own staff; in a number of projects it undertakes the organizer's role.
7. Because library training institutions could not take over the tasks of continuing training yet, it is up to the Centre to stand in for them. It organizes mainly courses lasting one, one and a half year and offers specialization in several

branches of the profession. In addition, it gives guidance and support /with curricula, text-books, consultation/ to the library assistant /clerical worker/ courses, organized in some libraries and secondary schools. The Centre has established a close cooperation both with the university and the chairs in the teachers' training colleges: a number of its publications serve as study-aids for them, staff members participate reciprocally in R+D projects and training courses, etc.

8. In Hungary the National Bureau of Standardization is in charge of producing standards for library and information work. It goes without saying that the Bureau relies on the expertise and cooperation of libraries and librarians. The Centre does not play a leading part among the participants /at present, mainly ISBD standards are on the agenda and this field belongs to the competence of the National Library/ but still, its staff participate actively in the working groups and the Centre makes great efforts to introduce the standards in library work. Further on, the Centre publishes guides regularly in those fields where no standards can be expected for the time being but there is a need for unifying the process or technology.
9. A good part of Hungarian library literature is published by the Centre, produced partly in the printing workshop of the National Library and partly by the publisher associated with the Centre. It is also usual that the Centre shares the intellectual and financial burdens of publishing with other libraries. The range of publications is thematically balanced and rather varied. The "Könyvtári Figyelő" /Library Review/ is a jointly published journal by the National Library Council and the Centre; the editing work is carried out by the Centre.

10. International relations have developed step by step. The Centre cooperates with numerous partners abroad. It considers its duty to inform foreign colleagues on Hungarian librarianship. This is the reason why it publishes in English and Russian an abstracting journal covering the best part of Hungarian library literature. /4/ /The journal is received by some 500 institutions./ The Centre has organized a number of exhibitions presenting Hungarian librarianship. It has participated in and even initiated international researches and surveys. The Centre is willing to fulfil the demands of foreign colleagues who are interested in Hungarian librarianship, it organizes professional programmes for foreign visitors or visiting groups.

Structure

It is important to note that in the Centre's practical work the functions are not rigidly separated from each other, on the contrary, they are closely correlated. Projects are, in general, of complex character and they must be approached from different aspects. One example: recently the improvement of library provision for handicapped persons has got on the agenda. First of all a state-of-art survey was carried out on the basis of international literature. This literary survey will be published in a booklet which will serve as a study-aid for extension training courses. At the same time, experiments and researches are taken up in order to found properly the necessary library policy decisions and to prepare the libraries for the new services, etc.

A staff member's position is far from being easy because the same person is responsible for tasks of different character, raised by diverse functions.

It was impossible to give the Centre a structure fully reflecting its functions; other factors were also considered when shaping the frame. The staff carries out its work in the following units: Department for Network Development /general system development according to library types, networks and

readers' strata; number of staff: 9./ Department of Library Technology /cataloguing, classification, acquisition, mechanization, building, A-V material, management; number of staff: 8/. Department of Reading Research /sociology of reading and library, readers' service in public libraries; number of staff: 6/. Department of Holdings /information service for the acquisition work of public and school libraries; number of staff: 11/. Department of Training /extension training, courses for library assistants, planning of manpower; number of staff: 5/. Information Department /special library and information services on library science; number of staff: 14/. Department of Public Relations /reading campaigns, mass media service, international relations, publishing; number of staff: 5/.

Relations

The position held by the Centre in Hungarian librarianship is determined also by its relations with other institutions and organizations.

As already mentioned the Centre is guided, controlled and maintained by the Ministry of Education. Working plans are approved and reports accepted by the Library Department. As a professional agency, the Centre often plays an initiative role and accomplishes the preparatory tasks in the decision-making procedure of state library policy. The Centre is not authorized to carry out supervision directly but takes part in the surveys of the Ministry of Education and sometimes even acts as a supervisory body on behalf of the Ministry. However, its relationship with the libraries is of professional and not of administrative character, that is why it is a connecting link between state guidance and libraries.

The National Library Council is the advisory body of the Ministry of Education and in such a capacity is involved in the process of policy making. Its members are not elected but appointed by the Minister. The activity of the Council is carried out in sections and working groups; staff members of the Centre

participate very actively in the Council's work, as contributors of materials and secretaries of working groups.

A very fruitful cooperation has developed between the Association of Hungarian Librarians and the Centre. The Centre makes good use of the professional enthusiasm, competence and initiative of the Association's membership and reciprocates it supporting in many ways the activity of the Association; takes care of the Association's publications, organizes joint seminars and courses; encourages its members to act as elected officers in different sections of the Association, etc.

The National Library and the Centre are closely inter-related. That is why lively discussions were concerned with the quality and contents of this relationship. The main question is whether the Centre's relative autonomy should be stressed for the benefit of the whole librarianship or the National Library's R+D and other requirements should be taken into account on a larger scale when planning the Centre's activities. Advocates of a closer integration say that it would be more economic and more effective if certain tasks /e.g. international and public relations, publishing, further training, etc./ could be performed together. It is obvious that for the time being a fully independent institution is not an attractive model in Hungary, the more so, as the Centre makes full use of the financial-technical basis, services, professional experiences and knowledge offered by the National Library. On the other hand, however, in case the Centre would be burdened with the worries of a large library it could, inevitably, devote less energy for its primary objectives, namely, to serve the librarianship as a whole. This discrepancy reflects the Centre's ambiguous status which is a compromise between the complete integration /characteristic for the greater part of socialist countries/ and the independent institution /as is the case in the German Democratic Republic./ /5/

Coordinating Centres

From what was said till now it would seem that the Centre has a monopolistic position in librarianship, but this is not at all the case. A special feature, going back to the early fifties, of the organization of Hungarian librarianship is the network principle which means that libraries of identical scope of duties or belonging to the same ministry or maintainer form a network in order to meet their objectives and to make more expediently use of resources. Thus, the Centre has always shared the research, development, further training and methodological guidance with the central libraries of networks, relied upon them as transmissions. The network system is completed by the system of the so-called cooperative circles which comprehend libraries operating in the same subject field or region/county/city. The leading libraries of the cooperative circles are also natural partners of the Centre. In the second half of the seventies the new library law had set up the so-called co-ordinating centres, too, or to be more exact, it had legalized an established fact. /6/ Namely, several large libraries and information institutions have played, for a long time, a leading role among networks or cooperating circles of similar character. Accordingly, the following co-ordinating centres were assigned:

- National Széchényi Library - public and trade union library networks, regional cooperative circles
- Hungarian Technical Library and Documentation Centre - technical library networks and cooperating circles
- Agroinform - agricultural library networks and cooperating circles
- National Medical Information Institute and Library - medical library networks and cooperating circles
- Central Library and Museum for Education - school library networks and pedagogical cooperating circles
- State Gorkij Library - libraries for national minorities.

As a consequence, the Centre - as part of the National Library - has, in the first place, to deal with the problems of public library service and with the regional interlibrary cooperation. Both duties take for granted a very close working relationship and rational division of tasks and responsibilities with all the other co-ordinating circles. This is the only way for the Centre, if it really intends to perform satisfactorily that part of its duties which touch upon the whole librarianship. Among the co-ordinating centres the National Library, as *primus inter pares*, will play - sooner or later - a guiding role. The more so as the National Library runs the traditional central services which are the most determining force in building up a unified working library system, and what is even more important for future development it produces the computerized national bibliography. According to the plans the national bibliographies from abroad will be added to the Hungarian national file, too, in machine readable exchange format.

Library bureau

Hungarian public libraries benefit in a large measure from the services of the book supply centre, operating since 1952 within the framework of a book wholesaler firm. The existence of this service does not prevent public libraries to buy books from the local bookshops, nevertheless, it is much more convenient for them to spend the better part of their budget at this central agency. They can namely order together with the book the catalogue cards in the needed quantity, receive the book in a stronger binding destined for library use and provided with location marks /public libraries are using a uniform storage system/ and with book cards. The central book supply service cooperates closely with the Centre because, together with the order sheet, libraries receive the annotations and recommendations prepared by the Centre. It must be said, too, that the Centre takes into account only the professional aspects of library service and commercial interests are not considered when evaluating the books.

The book supply agency meets the needs of the whole public and school librarianship and an increasing number of special libraries make use of its services. In the future the particular demands of special libraries /special documents, materials published outside the book trade, acquisition of computerized services, etc./ must be considered more and more.

The bureau accepted the task from the beginning to care - in addition to book supply - for standardized or unified forms needed for library administration; it wanted to relieve especially small libraries from the burden of planning and producing them. However, libraries still are not satisfied with the range of services and expect the agency help them, in many other ways, somehow in the manner as it is done by Dutch and Swedish sister organizations.

The contradiction of demands and supply results probably from the fact that the bureau is functioning as a department of the book trade company. This is why the interests of the mother organization have the decisive word in determining the development policy. It is a fact, however, that recently under the pressure of libraries, the circle of services has widened. For libraries serving the national minorities the bureau organized information on and acquisition of books published in the respective languages abroad /in cooperation with the State Gorkij Library/. From the beginning of this year the agency sells gramophone records, too, provided with catalogue cards /for the time being entries are prepared in the Centre but it is planned that this work will be taken over by the State Gorkij Library/. Next year its services will include visual documents, too, /here the professional base will be provided by the National Centre for Education Technology/. It produces more and more propaganda material and plans to introduce new services, too, as e.g. to sell different equipments and tools, to take care of acquisitioning in second-hand bookshops on behalf of libraries. It is for the future to decide whether such a development is feasible within the existing organizational framework, or it must be considered to establish an independent library bureau.

References

1. KISS Jenő: Libraries in Hungary. Budapest, 1972. 58 p. 19 t.
2. Centre for Library Science and Methodology. Budapest, 1972. 32 p.
Centre for Library Science and Methodology. Budapest, 1980. 60 p.
3. Reading research in the Centre for Library Science and Methodology. 1968-1977. Budapest, 1977. 97 p.
Reading research in the Centre for Library Science and Methodology. 1977-1980. Budapest, 1980. 30 p.
4. Hungarian Library and Information Science Abstracts. Budapest, 1972- . Bi-annual.
5. SCHWARTZ, Gerhard: Funktion und Taetigkeit methodischer Zentren in den sozialistischen Laendern. = Libri, 1968. Vol. 18. No. 2. 31-94. p.
5. Tagung der Zentren für Bibliothekswissenschaft und methodische Arbeit der Bibliotheken sozialistischer Laender. Berlin, 13-17. Oktober 1970. Berlin, 1972. 134, 20 p.
Centru bibliotekovedenija i metodiceszkoi rabotu bibliotek szocialiszticeszkoi sztran. Szbornik. Moszkva, 1980. 137 p.
6. The Hungarian library law. Fundamental regulations. Budapest, 1979. 58 p.

IFLA Council 1981

DIVISION: Libraries Serving the General Public

SECTION: School Libraries

78/SCH0/2E

**Standards, Objectives and Guidelines
for School Libraries**

by
Arthur JONES
Senior Library Adviser
Office of Arts and Libraries, London, UK

STANDARDS, OBJECTIVES AND GUIDELINES FOR SCHOOL LIBRARIES

I was asked originally to talk about standards for school libraries. I asked for the subject to be broadened as the title suggests, for reasons which will soon become obvious. I intend to talk in a general way about the relevance and use of these aids, not about what they should say. This paper therefore is about some simple tools which we can devise to help us to benefit from past experience when we confront similar but inevitably different problems in our own work.

The first half of the paper will discuss these questions in general terms; the second will relate them particularly to library services in schools. It will be sensible to begin by defining and distinguishing the terms in my title.

Anyone who reads a paper to this congress is required to supply a copy typed on A4 paper, and if you look around you will find that papers received from all over the world measure 210mm. by 297mm. This is a standard size, necessary here, as the instructions point out, to facilitate duplication and because papers from these various sources will eventually be brought together in the private files of librarians attending the congress. The thread of a bolt, the distance apart of railway lines, the proportions in which the ingredients are mixed in certain drugs, must also conform precisely to certain standards of measurement if the bolt, or the railway track, or the drug is to meet efficiently the requirements of its users. A standard is a standard is a standard. There can be no variation from it. I may as well say now that the only elements in the management of library services to which it seems to me the discipline of standards is appropriate are cataloguing and indexing, which require the strict observance of a code of rules if chaos is to be avoided.

Guidelines are quite a different matter. If I stop you in the street and ask the way to the university or to the public library you will give me certain directions which will enable me to reach my destination - or let us assume so, since you are a librarian. But there may be other routes. If I go on to ask how long it will take me to get there, you may say about ten minutes, or about half-an-hour. All of these are approximations or

guidelines, based on your own past experience and perhaps on your assessment of my capabilities. If I follow your guidelines precisely they will at best enable me to repeat an experience and a level of performance which you have achieved in the past. But my circumstances may be very different. I may like to walk more quickly or more slowly; the wind may be stronger or the sun hotter than you have been accustomed to; or I may prefer to wander off looking in shops on the way. You cannot forecast these things, and when we take advice in the form of guidelines we must recognize its limitations and be prepared to modify it to take account of the different circumstances in which we ourselves are operating.

Standards and guidelines are both based on the experience of the past; objectives look to the future. 'Management by objectives' is familiar as a philosophy - rather than a technique - for running a living organization such as a library. It asks first, where are we going?; and only then, how are we to get there? What are our resources? What are our priorities? If organizations of a particular kind - such as public libraries or school libraries ^{could be assumed to share the same objectives,} ~~this would be a sterile game in which we all asked ourselves~~ the same questions and produced the same answers. But it is only in a superficial sense that libraries of any one kind do share the same objectives. If we define objectives in sufficiently broad terms - as for example in the School Library Media Service Manifesto - then everyone can indeed subscribe to them. But the concept of management by objectives has taught us to ask two further vital questions: how does the community served by this institution differ from the communities served by other broadly similar institutions? And how, therefore, should the service given by this institution differ from the service given by those other broadly similar institutions? Within a general statement of common objectives, such as the School Library Media Service Manifesto, - what must be our own goals? How must priorities and emphases differ?

It is unfortunate that, in spite of what I have said already about the small relevance of standards to librarianship, we have used the term freely enough in the past, usually imprecisely (librarians really should use words more carefully) and often, most regretably, in regard to levels of provision. I am sure you will remember that in 1956-58 the Public Libraries Section of IFLA published a draft of "the basic minimum standards for an effective public library service". This was an unwise use of the word standards, as I have tried to show; but even more unwise was the use of the term minimum standards, implying that these were not really

standards at all and that it would be better if they were exceeded; and anyway, we all know that minima soon become norms, and before long are widely regarded as maxima.

Fortunately, common-sense keeps breaking through, and a trend from standards to guidelines is well established. In the United Kingdom, the Library Association published in 1970 'School Library Resource Centres: Recommended Standards for Policy and Provision'; but this was superseded in 1977 by 'Library Resource Provision in Schools: Guidelines and Recommendations'. In the Library Association's current annual report you will read that "the Working Party on Standards for Prison Libraries has produced a consultative document, 'Guidelines for Library Provision in Prison Department Establishments'! The terminology has become inexcusably confused.

When IFLA came to revise its 1955-58 draft standards in 1973 it tried to have it both ways. The title 'Standards for Public Libraries' was retained, but the preamble said ". . . these standards should be accepted as guidelines". You will perceive that there were divided opinions within the working party!

Needless to say, the Section of School Libraries is beyond reproach in this matter. The corresponding publication, in which you have been associated with UNESCO is called unashamedly, 'Guidelines for the Planning and Organization of School Library Media Centres'. I hope that unless we are really talking about standards - which must be observed precisely, no more, no less - we shall all make proper use of this word in the future.

I have made it clear, I am sure, that I find the concept of standards generally inapplicable to the library scene. There can only be standard solutions to standard problems, and in libraries in general and school libraries in particular we are operating in a wide range of different circumstances, mostly outside our own control, which demand an individual, flexible approach. I wholly support, therefore, the identification of clear objectives and goals, and the formulation of guidelines to assist in achieving them. From this point on I will concentrate on the case of school libraries, starting from the 'Draft School Library Media Service Manifesto'.

This is a statement of the broad objectives of school libraries to which it seems likely that all librarians responsible for such services would subscribe. It identifies four main objectives:

1. To give continuing support to the teaching and learning programme and provide impetus to educational change.
2. To ensure maximum access to the widest possible range of resources and services.
3. To equip students with the basic skills to obtain and use a wide range of resources and services.
4. To lead them towards a lifetime use of libraries for recreation, information and continuing education.

Although we might all agree that those are proper objectives for any school library, they must be interpreted within each school to suit its own circumstances. Remember too, that whenever a library is part of a larger institution, its specific objectives or goals may be influenced by librarians, but are seldom determined by them. The providing or governing authority, and the needs and wishes of the users - in school libraries represented by the teachers - play a large part in deciding the goals which the library will seek to achieve, and it seems to me right that this should be so. The goals of the school library must be consistent with the goals of the school. Some schools, for example, favour 'discovery' methods of learning in which children need to be free to explore a wide range of information sources; others still rely on more traditional teaching methods. There is little point in developing a library media centre to meet one kind of demand if the teachers generate another.

How then does a school librarian translate the four part manifesto into a policy and a programme for school library provision and development? I suggest that there are two stages to this process.

Firstly, the broad objectives described in the manifesto must be expressed as more precise goals, relevant to a particular school, its educational methods, its state of development and the resources available. If the library is really going "to give continuing support to the teaching and learning programme" - and we all agree that it must - the librarian must first become familiar with that programme, with the needs of individual classes and courses, and with the ability of the teachers to

be helped. If teachers have not been accustomed to exploiting library resources, the librarian may have to give particular heed to the second part of the first of the suggested objectives, and seek "to provide impetus to educational change". (One technique which I know has been found effective is to give favourable treatment to a particularly receptive teacher, who will help to arouse the interest and envy of the rest!)

The second objective, "to ensure maximum access to the widest possible range of resources and services", requires more than the provision of that wide range. There is no point in keeping the library open for eight hours a day if the school programme and philosophy do not enable the children to come in. More "impetus to educational change" may be needed here!

The librarian alone cannot "equip students with the basic skills to obtain and use resources", or lead them towards a lifetime use of libraries: here also it is necessary to convince the teachers that this should be among their objectives.

The first step, then, is to relate the objectives in the manifesto to the circumstances of the school; the second is to decide how far the library can hope to move towards achieving defined goals within a measurable period of time, perhaps a year.

Only then when we know where we are going, can we make sensible use of guidelines - a do-it-yourself handbook containing suggestions as to how to get there. The only difference between the guidelines with which we are becoming familiar and any other practical handbook is often the amount of research which has preceded their publication and the respect which we are prepared to accord to the colleague or the organization which has produced them. But it is important to remind ourselves that guidelines are always based on someone else's experience, in circumstances which can never be identical to our own. All that they can tell us is the methods and the levels of provision which have been found generally appropriate in broadly similar situations. They are not a rule of thumb. The 'Guidelines for the Planning and Organization of School Library Media Centres' which Frances Laverne Carroll and Patricia Beilke have prepared for UNESCO provide an excellent example. Their

declared purpose is to suggest goals, directions of development, and methods of procedure. I would like to quote two key passages:

"The programmes of the library media centre should be a vital part of the instructional programme of any school. The linking of human resources and technology in the programmes . . . enables the teacher to interact with the student in a manner emphasizing learning rather than teaching. . . . A programme is defined as all those activities emerging from and stimulated by the school library media centre and involving the use of media by students and teachers. . . . The school library media centre and its programmes should change continually to meet new demands and needs in the communication of facts, ideas and concepts."

"A school library media centre should be developed through cooperative planning In all instances the planning and development of a school library media centre should be adapted to the local situation. Whenever possible the processes of cooperative planning should include the development of one or more advisory committees of administrators, teachers and users which will meet with the school library media specialist. The deliberations of these advisory committees provide guidance for the following:

- i. development of written goals and objectives;
- ii. determination of priorities among the goals and objectives;
- iii. determination of procedures for meeting the goals and objectives;
- iv. continuing evaluation summarized at regular intervals to determine the extent to which the goals and objectives are being fulfilled. "

I have quoted from these guidelines in support of my own thesis; but it will be apparent to you that it is really my paper which is supporting the Carroll/Beilke guidelines. I suppose that its greatest value this morning will be to focus attention more firmly on those guidelines and their relationship to the manifesto.

In regard to the last quotation, let me just add that it must be a common experience of school librarians that a committee such as the

one proposed is likely to be more than advisory. The school librarian can certainly develop the library in advance of the needs of the school; that is how progress will be made. But I have suggested already that it is difficult to move too far in advance of the level of service which the school itself recognizes as necessary.

My final point is that needs vary not only from place to place but also with the passage of time, and objectives (perhaps) and guidelines (certainly) must be reviewed and revised accordingly. The Carroll/Beilke guidelines refer to the provision in the school library media centre of computer terminals to provide access to remotely stored information. This may seem an unrealistic goal in many places, but such provision must surely become commonplace in school library media centres within a very few years. Those who recognize that the role of the school library - indeed of any library - is to assist in all aspects of the teaching-learning process, must surely believe also that a fundamental purpose of education is to teach people to use libraries; or - to express the point more generally - to give them the skills by which they may gain access to and make use of the information of all kinds which they will need throughout their lives. As the world becomes more complex the need for these skills increases rapidly. The ability to handle information will be second only to literacy itself as a basic technique for survival in the 21st century. One of the objectives of school librarians should perhaps be to get this message across to the teachers.

THE VIEWS EXPRESSED IN THIS PAPER ARE THOSE OF THE AUTHOR, AND NOT NECESSARILY THOSE OF THE OFFICE OF ARTS AND LIBRARIES.

References

Frances Laverne Carroll and Patricia F Beilke. Guidelines for the planning and organization of school library media centres. Revised version. Paris, UNESCO. 1979.

UNESCO. Draft School Library Media Centre Manifesto. In IFLA Journal : 6(1980)4, pp.410-411.

**Trade Union Libraries at GDR Enterprises
their Significance for the General Public
within the library System**

by
Heinz Peter
Director of the Central Library of the
Trade Union, Berlin, GDR

Trade union libraries at DDR enterprises - their significance for the general public within the library system

(Paper to be read within the Section on Public Libraries at the IFLA Congress in Leipzig, 1981)

Similar to enterprises in other socialist countries DDR enterprises in industry, construction, transportation and other fields have trade union libraries at their disposal. Their various services are available to both workers and employees and their family members. Grants are made to these public libraries by the enterprises, and the trade union branches of the enterprises may use them free of charge. The DDR Labour Law states "The trade union management organizes cultural-political activities, appoints the head as well as the staff and decides on the usage of these institutions." ¹⁾

At 633 DDR enterprises there are trade union libraries run by professional full-time staff with 176 branch libraries and 2,531 lending stations at larger enterprises and combined works. In addition, there are 1,278 trade union libraries at smaller and medium-sized enterprises run by non-professional part-time staff.

Altogether trade union libraries have more than nine million units available. In 1980 one million registered users were supplied with 13.5 million loans.

Book-stock and loans in 1980: in per cent

	stock	loans
belles-lettres	54	52
children's literature	9	10
scientific literature		
and non-fiction	34	34
audiovisual material	3	4

Registered users were composed of 14 per cent children, 8 per cent young people (aged 14 to 18) and 78 per cent adults. About 70 per cent of the users were workers, employees or apprentices employed at enterprises with trade union libraries.

At enterprises with trade union libraries run by professional full-time staff every third employee is a registered user of a trade union library. On average there are four volumes per employee and fifteen loans per user. Every year about five million marks are spent for stock building.

The planned development of library work at enterprises is integrated into the various activities of DDR trade unions executed in the interests of the working class in increasing the material and cultural living standard. Continuous qualification of the DDR population results from socialist education policy: 60 per cent of our working people completed vocational training (Facharbeiter and Meister) and 18 per cent university or college education.

The activities of a trade union librarian at an enterprise

Full-time librarians of trade union libraries are officials of the trade union branch of the enterprise having completed professional training.² Most of their readers regard them as "colleagues" since they are employed at the same enterprise. A trade union librarian has a lot of partners at his enterprise. The vocational training school of the enterprise is interested in its apprentices being made familiar with the library at the beginning of the first training year. In co-operation with the teachers of adult education librarians decide on books which have to be made available for those workers who want to complete vocational training in addition to their jobs or want to take correspondence courses at para-professional schools (Fachschulen) or universities. Moreover, there is close co-operation with the club or cultural centre of the enterprise ranging from social events, lectures by authors and literary discussions to provision of support to various community groups such as the 'Zirkel schreibender Arbeiter' (Circle of writing workers), the workers' theater or other groups of working people having particular hobbies during leisure-time. All persons concerned within trade union groups and works collectives, community or folk art groups are informed on library activities by house journals or internal radio.

Most important partners: trade union groups and collectives

The trade union group is the smallest unit of the trade union branch of an enterprise. In general it is composed of

the trade unionists of a works collective, i.e. workers, employees, technologists, engineers or scientists daily co-operating within the working process. The trade union group elects its shop steward and usually four additional officials responsible for cultural arrangements, sports events, workers' safety and social insurance affairs. These relatively small groups, being usually composed of twenty to forty members discuss on monthly, quarterly or annual scope of duties. Within these groups the members give their views to cultural, economic and political problems. A great number of these collectives discuss and decide on their objectives in order to be awarded "Kollektive der sozialistischen Arbeit" (Collective of socialist work). They are highly efficient within the production process and deepen their political and subject knowledge. They exploit the services offered by cultural centres to make better use of their leisure-time, to organize collective and individual events and contribute to promoting social life, sports and recreation. On the basis of their members' interests and needs many trade union groups decide on annual cultural and education programmes of their own.

The specific services of trade union libraries result from these various activities.³ Libraries, clubs and other cultural centres of enterprises and residential districts offer "cultural proposals" to the trade union groups which may be taken into consideration in drawing up cultural and education programmes. Thus the library informs the officials of the trade union groups responsible for culture which books may be discussed, which authors may be invited, which rec-

ords, slide series and other materials may be available in order to consider important social events within the collective.

A great number of trade union groups take part in literary arrangements in the library, especially in literary discussions. In this connection the library becomes in various respect a "centre of making contact", not only workers make contact with literature, readers with authors but the members of the collectives also with one another getting to know themselves from an entirely different angle.

During such discussions proposals will be submitted concerning DDR writers who should be awarded the Kunstpreis des Freien Deutschen Gewerkschaftsbundes (Art Prize of the Free German Trade Union Federation). By means of the Art Prize the Free German Trade Union Federation (FDGB) promotes socialist works of literature, fine arts and music representing work, struggle and life of the DDR people. The Presidium of the FDGB awards the Art Prize every year. Ten thousands of working people will be included in discussions preceding the award. Among others trade union groups, trade union managements and executives, meetings of working people in clubs and libraries are entitled to submit their proposals. The discussions concerning the Art Prize of the Free German Trade Union Federation contribute to deepen the relations of the working class to art and culture and to develop close relations of the workers with writers and artists. For many years a lot of trade union groups have established close contact with authors and composers, actors and painters, etc.

But co-operation between trade union libraries and trade union groups does not cover collective literary activities only. If the trade union official responsible for culture draws up the annual cultural and education programme he should take the individual interests of the members into account. The collective use of a library by visiting the library itself, exhibitions or literary arrangements serves its purpose then if it contributes to developing reading need and assisting study activities. And books read by individual members of the group may be the basis of special topics for conversation interesting for the whole collective.

Fifteen or twenty years ago it was rather difficult for librarians to involve an adequate number of participants in literary or musical arrangements, authors' lectures or literary discussions. But times have been completely changing. Today the requests of trade union groups and collectives for taking part in such events have been increasing to such an extent that librarians doing everything by themselves were not able to meet all the demands. The librarians are assisted by voluntary trade union officials who organize independently arrangements by means of library material and according to the advice and recommendations of librarians, who make records, audio-tapes and cassettes as well as other material available thus contributing to a higher efficiency of libraries.

In 1980 about 300 trade union libraries had 283,600 audio-visual materials at their disposal and registered 569,800 loans. This part of library work, which has developed during

the last decade, is still capable of improvement. By means of these media and by paying attention to the developing literary interests of the working people the trade union library will become an information centre for particularly interested propagandists of literature of the trade union groups of the enterprises who will be able to work independently thus giving support to the librarian who in turn will be able to assist those groups and collectives asking for individual aid.

When making social science and natural science and technology literature accessible co-operation with part-time staff having subject knowledge and practical experience has proved successful.

The status of trade union libraries within DDR librarianship

There is various fruitful co-operation between trade union libraries and other branches of the DDR librarianship. Co-operation with science-technology libraries of enterprises and general state libraries of residential districts plays an important role. Enterprises with research departments have science-technology libraries at their disposal. These special libraries are associated to the science-technology information and documentation system. Although science-technology libraries at enterprises and trade union libraries have to realize specific tasks they have common similarities being the basis of library co-operation. At socialist enterprises scientific-technological progress is not the concern of a small group of engineers and members of the

managing board only but of all organized workers and employees. This has been proved again and again by innovations made by millions of workers every year and contributing to reduce costs of labour and material as well as to guarantee quality and efficiency of production.

A great number of innovators belong to socialist working and research groups being composed of workers, engineers, scientists and economists who solve scientific-technological problems by co-operating closely. By providing library service to these groups and individual innovators the number of users of efficient science-technology libraries at enterprises was increasing during the last ten to twenty years. At the same time the close co-operation between trade union libraries and trade union groups and collectives had a favourable effect on stock building and the use of social science and natural science and technology holdings. There have to be provided various library services for millions of workers and employees in order to enable them to take part in co-operation, planning and management in every field of social life under socialism. Based upon its comprehensive general holdings, its means and methods and its co-operation with the trade union branch of the enterprise the trade union library is able to guarantee the enormous circulation of that scientific literature which is of current significance for hundreds or thousands of employees of the respective enterprise. Therefore co-operation between the trade union library and the science-technology library of an enterprise will play an ever-increasing part. It is one of the main concerns to co-ordinate continuously stock building

and distribution of holdings as well as to organize joint exhibitions and events in order to propagate relevant scientific literature.

Traditionally co-operation between trade union libraries and public libraries have developed to a high degree. In this respect functions and spheres of activity cannot be defined schematically. In general trade union libraries established at cultural centres of enterprises provide service to the inhabitants of their respective residential districts as well while many city libraries make services available for small and medium-sized enterprises within their spheres of activity by means of lending stations.

Co-operation is based upon an agreement signed by the Ministry of Culture and the Executive of the Free German Trade Union Federation.⁴ The agreement includes co-operation on every level - from the central to the local one. Though there are differences resulting from the specifics of their spheres of activity homogeneity of their tasks and methods is basically guaranteed. The professional staff of trade union libraries and of public libraries is trained at the same educational institutions. Principles and means for stock building and information on the stock are similar to both library branches. The libraries apply the same printed cards and classification in order to compile catalogues and arrange their open access holdings. The Zentralbibliothek der Gewerkschaften beim Bundesvorstand des FDGB (Central Library of the Executive of the FDGB) is responsible for methodical instruction of trade union libraries. It serves

as methodical centre and closely co-operates with the Zentralinstitut für Bibliothekswesen and other central government institutions.

The Zentralbibliothek der Gewerkschaften was founded as scientific special library of the Executive of the FDGB in 1949. At present it has 150,000 volumes available, most of them were parts of the holdings of the Verbandsbibliotheken der Freien Gewerkschaften Deutschlands (Libraries of the Free Trade Unions of Germany) dissolved by the fascists in 1933. The Zentralbibliothek der Gewerkschaften is linked with the Zentralarchiv der Gewerkschaften (Central Trade Union Archives) of the FDGB. It serves as both general research library and information centre for the central bodies of industrial trade unions and trade unions. As a methodical centre it analyzes activities of DDR enterprises, experiences of Soviet trade union libraries and of libraries of other socialist countries and contributes to preparing management decisions on the planned development of trade union libraries. It exerts influence on the advanced education of trade union librarians by means of training courses, instruction materials and meetings.

References

- ¹ Arbeitsgesetzbuch der Deutschen Demokratischen Republik mit Einführungsgesetz. Edition of the text only with subject index. Edited by: Bundesvorstand des Freien Deutschen Gewerkschaftsbundes und Staatssekretariat für Arbeit und Löhne. Berlin, 1977, p. 58

- ² Die Literaturpropaganda der Gewerkschaften verbessern und die Wirksamkeit der Gewerkschaftsbibliotheken erhöhen: Beschluß des Präsidiums des Bundesvorstandes des Freien Deutschen Gewerkschaftsbundes vom 4.6.1973. In: Informationsblatt. Beschlüsse und Informationen des Bundesvorstandes des Freien Deutschen Gewerkschaftsbundes. Nr. 6/1973. Also in: Handbuch für den Kulturfunktionär. Berlin, Verlag Tribüne, 1973.
- ³ Peter, Heinz. Unsere Gewerkschaftsbibliothek. Die Zusammenarbeit zwischen Gewerkschaftsgruppe und Gewerkschaftsbibliothek im Betrieb. Berlin, Tribüne, 1974. 31 o. (Schriftenreihe Unsere Brigade).
- ⁴ Vereinbarung zwischen dem Ministerium für Kultur und dem Bundesvorstand des Freien Deutschen Gewerkschaftsbundes über die Zusammenarbeit auf dem Gebiet der Literaturpropaganda und Literaturverbreitung sowie bei der Entwicklung des Bibliothekswesens. In: Informationsblatt. Beschlüsse und Informationen des Bundesvorstandes des Freien Deutschen Gewerkschaftsbundes. Berlin, (1975)1. p. 8-12. Also in: Der Bibliothekar. Leipzig, 29 (1975)5. p. 333-337.

IFLA Council 1981

DIVISION: Libraries Serving the General Public

SECTION:

RT Mobile Libraries

98/MOB/1E

**Mobile Libraries in the
German Democratic Republic**

by
Peter GUNNEL
Deputy Director, Central Institute
for Librarianship
Berlin, DDR

Proceeding from the profile of the Public Libraries in the GDR, which has, basically, been established by the Library Regulation, its Fifth Executive Order and the concomitant directives, a mobile library is a public library just like any other public library which operates on a full-time basis. In its concrete purpose it functions as a library-type of a special kind which distinguished itself by its mobility and therefrom originating specific methods of operation and thereby from a stationary library.

The mobile library constitutes the highest form of mobile book-catering by libraries. It is not simply a book-carrying vehicle but a library on wheels. By its qualitative and quantitative volume of stocks, by the organization of its contents, its availability and possibilities of its use it meets, to a great extent, any demands as those made on equally large stationary libraries. Yet the mobile library has, in comparison with the stationary library, in certain fields only a limited effectiveness. Thus the mobile library can, e.g., as a rule, stay open only once a week and only for a short time at a fixed place. It is not at all, or only to a limited extent, able to carry out certain forms of literary-propagandist activities, preponderantly exhibiting and performing work. For technical reasons (repairs of the vehicle and any accidents) a temporary interruption of the use of the mobile library cannot be avoided. These limitations and stoppages of the work with mobile libraries cannot, as a matter of principle, be excluded even by the use of material means.

Under these circumstances the mobile library must be regarded as part of the overall tasks of public libraries which consists of the fact that "librarian catering must be assured for the whole country".²⁾ This objective cannot be achieved unless the library looks for and finds the direct contact to its potential users above all wherever people live and work. It must, in this context, take the experience to heart that quite a considerable section of the population avail themselves of the library only if it is located in the immediate vicinity of the dwelling or working place and can be reached without a major effort. If the get-together between the people and the library is the objective everywhere, one cannot one-sidedly expect that only the people visit the library but that, equally, the library is obliged to go to the people. For such purpose the mobile library is a very practicable instrument.

There exist, in principle, two aspects for the use of mobile libraries which - like in other countries - in the German Democratic Republic, too, have exercised a major influence in deciding for the application of that type of library:

- A more or less dense network of stationary libraries in the urban and rural areas manifests, when analysing their effectiveness, that it is not possible to cover all "white spots" in the scenery of libraries by means of stationary libraries.
- There exist in densely populated areas frequently only limited possibilities to cater immediately for new residential districts by means of stationary libraries so that the mobile library does a good service, as precursor of a stationary library, at least for a short time (the length of which unfortunately cannot be fixed in each case).

The problem: Mobile library yes or no? poses a question both for countries with a developed library system and for developing countries with their shortage of public libraries, since "white spots" exist in both cases there as well as there and for new or even traditional residential districts stationary libraries are planned but not yet operating.

Of great importance for answering the question regarding the use of mobile libraries is, and as it seems, to an increasing extent, economic aspects concerning investment and running costs. All the comparisons made by us between mobile and stationary libraries are not acceptable unless the starting point is the people's claim to a basic catering with literature by the libraries. In this context the demand is for a minimum stock of books, periodicals and audio-visual materials which, in its qualitative composition corresponds to what is required for the promotion of general knowledge, for meeting their requirements for entertainment and the shaping of leisure time through literature in the libraries. When taking this demand as a standard, a mobile library serves better the purpose and is more economical than stationary libraries which would have to be established with the same qualitative profile of holdings and equal possibilities of access at the stopping places.

In the GDR we proceed from the satisfaction of such a demand for making available and mediating literature from a therefore necessary stock of between 6,000 and 7,000 books, periodicals, records etc. which every library should possess in a certain composition. It is desirable that every user of libraries, irrespective of whether he lives in the concentrated residential areas of large towns, on the outskirts or in the small towns and vil-

lages, such a range of books should, if possible, have available such a range of materials. This theoretical and calculable size of the degree of catering cannot, either in our country nor elsewhere, be satisfied everywhere. Even under the best economic conditions the stationing of such large stocks in small communities and sparsely populated built-up areas on the outskirts of larger towns becomes nonsensical. For example in the GDR 44 per cent of the villages have fewer than 500 inhabitants and another 50 per cent of the rural villages and towns fewer than 5,000 inhabitants.

By way of the developing of efficient library networks with centres which by means of mobile exchange holdings organize the range of titles in the small, furthermore half-time catered for libraries in the countryside and in the library branches of the towns, a generally improved catering service of the inhabitants of smaller settlements with literature from libraries has been accomplished. What has, however remained is a limited and only relatively short-time range of certain titles and/or the need to obtain the literature in demand from the network centre by way of a courier service or through mailing and advice given to users by non-professional cooperators.

These difficulties in catering for people living in the small settlements or living areas can be solved by the use of mobile libraries, albeit not completely, but to a considerable extent. A perpetual stock of between 2,000 and 4,000 titles in the mobile library, its extension or change as well as the possibility of a fast availability of literature in demand from the depot of the mobile libraries amounts to a far-reaching raising of the level of providing the people by the libraries in rural or sparsely

populated rural areas to that of the stationary libraries in concentrated urban densely populated areas. The more comprehensive lists of titles are aided by the work performed by full-time employed well-versed librarians means a decisive rise in the level of the catering for users.

By way of analyses and values gained through experience we have been able to ascertain an optimum for the catering for inhabitants of urban residential districts by branch libraries which applies to the users as well as to the libraries. Effectively operating branch libraries, which offer the required range of literature and the necessary other services are possible only from the size of residential area between 7,000 and 8,000 inhabitants and stocks ranging between 10,000 and 12,000 volumes. This leads, theoretically speaking, to a wide area for mobile libraries in urban residential districts, since, owing to the structural settlement in numerous cases small and very small residential areas below 3,000 inhabitants exist. Frequently the establishing of stationary libraries in small residential areas receives preference and people either demand, without giving the matter a great deal of thought or consideration, a more than average catering service or they put up with a qualitatively low choice by reducing the number of titles. One reason for that might be found in the fact that the running of a mobile library makes high demands on the management of the library centre of an urban or rural area and brings about more strenuous working conditions for the staff of the mobile libraries than in stationary libraries.

The mobile libraries have in the GDR a tradition based on the 'twenties when, apart from Munich, Dresden did spadework in this field. Even after the Second world war, Dresden continued

that tradition, at first, just as subsequently in Berlin and Leipzig, as tram library, then as truck-library; the vehicles did not operate as public libraries but as enterprise of trade union libraries of the municipal transport enterprises, a tradition which have continued to the present in Berlin and Leipzig too. All those mobile libraries of the first decade after the war used small vehicles and were organized as folder-libraries which meant that the overwhelming number of users had to wait outside the vehicle and were exposed to bad weather conditions.

During the 'sixties in the GDR discussions were held pro and contra mobile libraries. Such discussions covered all possible arguments for and against but ended by way of practical examples in an albeit differentiated affirmation.

A special aspect of that discussion was the problem of using such mobile libraries in the countryside. The above-mentioned limits to the effectiveness of mobile libraries in general were supplemented by the problem, that through the elimination of the local stationary, village library which was operated on a part-time basis, in villages a cultural centre of attraction disappears, even if a village library accommodated on a bookshelf cannot easily do justice to the demands of a cultural centre.

The peculiarities of working with mobile libraries in rural areas are still occupying the minds of the librarians, and that for numerous reasons, as is shown by the experiments with the so-called mobile libraries without an engine (adapted construction-site trailers which are moved, if required, by tractors.

Since the 'seventies mobile libraries have, in large numbers, been used in the GDR; their working results show a positive

balance sheet. In 1979 as many as 24 mobile libraries were in use within the scheme of public state libraries out of which 15 operated in urban settlements and 9 in the countryside. 16 out of the 24 mobile libraries were semitrailers, 2 vans and 6 trailers without an engine. Over and beyond several factories have equipped their trade union libraries with mobile libraries. There too semitrailers and trailers are in use.

The mobile libraries used in the GDR comprise three basic types:

- semitrailers with a tractor,
- van
- trailer without an engine.

The semitrailer has been developed on the basis of an existing chassis and a bus body especially designed for the purposes of a mobile library (without side-windows and a limited number of doors). As to the other two basic types (van or trailer) they are adaptations of vans or trailers designed for short-haul traffic which are used as mobile rest and changing rooms at construction sites.

In accordance with its technical facilities the field of application vary for the individual types of vehicles. The semitrailer is used mainly in urban districts, whereas the trailer is driven exclusively in rural areas and the van may be used in urban as well as in rural areas.

The trailer, which is used in the GDR, is 10,800 mm long and 2,500 mm wide. The internal height is 2,200 mm, in front 1,750mm. The body has no windows, natural light comes through 8 toplights and display windows, while artificial light comes from fluorescent lighting fixtures which are installed on the roof. The trailer has a mechanically-operated sliding door. Ventilation is

done by the display window and furthermore through blast heating. The vehicle is heated by oil. In addition to that heating a current supply is required in winter and during longer stays at a stopping place for lighting and heating purposes since the batteries do not suffice for permanent service.

The trailers are drawn by various tractors with four-stroke Diesel engines the useful effect of which ranges between 125 and 150 HP. Two types are manufactured in the GDR and one each in the CSSR and in Poland.

For a short time an IKARUS-bus of type 266 with a four-stroke Diesel engine and a performance of 192 HP adapted to a mobile library has been operating.

The bus was delivered from the factory without any changes of the chassis and the body, but without seats and with a metal-T-profile on the roof of the bus at both length-sides for the fixing of the shelves; the windows are frosted.

The bus holds approximately 3,000 units including audio-visual materials. Its overall length is 10,970 mm, its width 2,500 mm, the inner height 2,040 mm. In the rear there is over a length of 2,080 mm a platform, 200 mm high so that on that spot the height is only 1,840 mm. The natural lighting takes place through front and side windows in the driver's cabin, through the rear window and a clear-sight window next to the center door. Another door is situated next to the driver's cabin for the driver and his mate to enter and to leave the bus. Both doors have two wings and are operated by air pressure. For the users only the center door is available.

The artificial illumination, originally incandescent lights, has been changed to fluorescent lighting fixtures and thereby strengthened. In order to ensure sufficient light, two additional batteries have been installed.

Ventilation is done by 3 traps in the roof, through the side-windows in the driver's cabin and a sliding window next to the centre door.

The bus is heated by hot-water heating system with a blower attached to the cooling system of the engine.

For the steadying of the books while the bus is in motion the same principle has been applied as in the case of a semi-trailer, namely a support running along a rail within the shelf-bottom board and can be fixed on any desired spot. The bottoms are tilted by about 1° toward the back.

The use of a trailer without an engine has an experimental character for the purposes of a mobile library. The use of that type of vehicle is exclusively reserved for rural areas and had been devised in accordance with the developing structure of the village associations (voluntary association of about 5 to 12 independent communities.) The trailer holds some 3,000 units inclusive of audio-visual materials, a length of 8,000 mm, a width of 2,500 mm and an inner height of 2,200 mm.

Natural light comes in through 2 windows at the side of the vehicle. Artificial illumination comes from fluorescent lamps. The van has one door. In order to enter through the door, a ladder with four steps must be fastened which must be removed before the trailer moves on.

Ventilation is effected through the windows. The van is heated by heating appliances which are not firmly connected. In order to

safeguard heating and artificial illumination a current supply must be available at every stopping point. Tractors are used which belong either to the Agricultural Cooperative Society or to the villages where the mobile library operates.

As a rule the mobile library stops within the village for a whole day and has locally fixed opening hours. The lending work is done either by the librarian who has either been working part-time in the stationary village library or a librarian from the central library which is responsible for the mobile library. Although for such a cooperator additional driving hours must be taken into account preference is given to the managing of a mobile library by a full-time employee.

All the trailers used which had originally been used as living and resting quarters for building workers are equipped in a similar way as mobile libraries, but there exist differences as far as the interior equipment, i.e. the arrangement of the shelves, the desk etc. is concerned as well as the number of fluorescent lamps and the heating equipment, since the vans are, to a great extent, equipped by libraries or villages in an autonomous manner.

In conclusion we may point out the special problem of the methods used for mobile libraries. The mobile library without an engine depends on the continual support and understanding given by the village, the association of villages and the Agricultural Production Society which makes available the tractor for the transport of the trailer. Only good cooperation can assist in such an effort, but is not free from objective or even subjective influences.

A second problem consists in the fact that the at present used trailers will not stand up the perpetual load of the books so that we face the decision to adapt a sturdier type of trailer for the purpose of mobile libraries.

- 1) Regulation on the Tasks of the Library System in Shaping the Advanced Social System of Socialism in the German Democratic Republic, of May 31, 1968 (Bibliotheksverordnung-Library Regulation)

Fifth Executive Order for the Library Order: Tasks, Operation and Structure of the Public Libraries Subordinated to the Local Councils,

In: Die Bibliotheksverordnung der Deutschen Demokratischen Republik und mit ihr in engem Zusammenhang stehende Regelungen und Vereinbarungen, 2nd revised edition, Berlin 1978, pp. 7, 32 and 38

- 2) General Public Libraries. A UNESCO Manifesto. In: Standards für Allgemeine Öffentliche Bibliotheken, Berlin 1973, p. 13